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ABSTRACT

Addressing writing instruction for students with special needs, this annotated bibliography contains 26 references of articles and papers in the ERIC database. The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with learning disabled (LD) students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the English as a Second Language (ESL) classroom. (MS)

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Word Processing and Writing Instruction for Students with Special Needs

by Michael Shermis

Much has been written on and about word processing and writing instruction. But is there anything addressing the problem of students with special needs? The ERIC data-base includes several resources that will provide useful and informative suggestions on the integration of computers in basic writing classes, in classes with the learning disabled (LD), and in the English as a second language (ESL) classroom.

The citations in the first section discuss the advantages and disadvantages of using word processors in writing instruction with LD students and suggest instructional approaches to use. The second section lists sources that examine the benefits of word processors to basic writers, along with ideas on how and when to introduce word-processing skills. Articles and papers in the last section deal with how to integrate the use of computers into the ESL classroom.

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Learning Disabled (LD)

Candler, Ann C.; Keefe, Charlotte Hendrick. "The Word Processor as a Tool for the Learning Disabled Student." Paper presented at the 65th Annual Convention of the Council for Exceptional Children, 1987. 19 p. [ED 285 315]

Reviews the advantages and disadvantages of using word processing programs with LD students, describes some available programs, delineates criteria for selection of word-processing programs, and considers expanded uses of word processing with this population. Suggests word-processing programs rec

ommended for LD students: "Bank Street Writer," "Talking Screen Textwriting Program," "Quill," and "Magic Slate."

Collins, Terence; Price, Lynda. "A Guide to Selecting Word-Processing Software for Learning Dis-

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abled College Writers." Working Paper. Learning Disabled Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 17 p. [ED 267 412]

Discusses what needs must be addressed when selecting word-processing software for use in helping LD adults overcome writing problems. Lists five criteria: (1) visible program logic; (2) clarity of on-screen format; (3) the manufacturer's documentation and tutorial; (4) on-screen working features; and (5) multisensory approaches.

Collins, Terence; Price, Lynda. "Testimony from Learning Disabled College Writers on the Efficacy of Word Processing in their Writing Process." Working Paper. Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 32 p. [ED 267 411]

Records in an interview format the responses of LD college-aged writers to a research program that used word processors and was intended to help understand their writing processes.

Dalton, Bridget M.; and others. "'I've Lost My Story!' Integrating Word Processing with Writing Instruction." Paper presented at the Annual Meeting of the American Educational Research Association, 1988. 21 p. [ED 296 717]

Focuses on ways to teach normally achieving and LD students the machine skills they need to make the computer a fluent writing tool. Identifies the word-processing skills that students need to learn and the ones that are most difficult, and the instructional approaches that work best in teaching word-processing skills. Suggests several factors that contribute to student's difficulties and points to some practical directions for teaching word-processing skills more effectively.

Dunham, Trudy. *Learning Disabled College Writers' Project, Evaluation Report, 1985-86*. University of Minnesota, Minneapolis, MN, 1987. 80 p. [ED 286 188]

Describes the Learning Disabled College Writers' Project, implemented at the University of Minnesota during the 1985-86 school year and designed to aid LD college students master composition skills through training in the use of microcomputer word processors.

Engen-Wedin, Nancy; Collins, Terence. "Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography." Learning Disabled College Writers, Project, University of Minnesota, Minneapolis, MN, 1986. 68 p. [ED 267 410]

Annotates works in the following areas: the role of microcomputers in mainstream writing instruction; characteristics of LD college students; writing instruction for LD college students, with special attention to applications on microcomputers; and writing-related career and vocational options for LD college students.

Engen-Wedin, Nancy; and others. "Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography." Supplement #1, Working Paper. Learning Disabled College Writers' Project, University of Minnesota, Minneapolis, MN, 1986. 19 p. [ED 272 916]

Contains annotations of selected recent articles that discuss how learning disabled writers in college are affected by microcomputer applications in word processing.

Fais, Laurie; Wanderman, Richard. "A Computer-Aided Writing Program for Learning Disabled Adolescents." 1987. 28 p. [ED 293 273]

Describes the application of a computer-assisted writing program in a special high school for LD and dyslexic students and reports on a study of the program's effectiveness.

Isaacson, Stephen; and others. "Teaching Written Expression; Directed Reading and Writing; Self-Instructional Strategy Training; and Computers and Writing Instruction," *Teaching Exceptional Children*, v20 n2 p32-39 Win 1988.

Presents principles for effectively teaching writing skills to mildly handicapped and LD students. Suggests three varying approaches: (1) Direct Reading and Writing program, integrating regular class content with writing instruction; (2) self-instructional control strategies to reduce the complexity of writing tasks; and (3) computer word processing.

Jacobi, Christina. "Word Processing for Special Needs Students: Is There Really a Gain?" *Educational Technology*, v26 n4 p36-39 Apr 1986.

Describes a research study on the effects of word-processing use in teaching writing to four fifth-grade boys in a special education program, and reviews other studies on word-processing use

with LD students. Concludes that word processing offers great promise to the special needs student.

Long, Maxine M. *Teaching Writing to Learning Disabled Students: A Pilot Study.* Report prepared for the President of Genesee Community College, NY, 1988. 25 p. [ED 296 374]

Examines the influence of team teaching, the use of computers, conferencing, and one-to-one immediate feedback on the development of writing skills of LD students. Finds that the creation of a special English section for LD students was helpful to the students involved.

Morocco, Catherine Cobb; and others. *Teachers, Children and the Magical Writing Machine: Instructional Contexts for Word Processing with Learning Disabled Children.* Final Report, and "I Know What to Say!" Writing Activities for the Magical Machine. Education Development Center, Inc., Newton, MA, 1987. 202 p. [ED 296 492]

Investigates the use of word-processing technology with LD intermediate grade children and remedial teachers in five Massachusetts school districts. Finds that of three teaching approaches—substantive instruction, procedural instruction, and direct instruction—procedural instruction in which teachers provided students with strategies for generating ideas was the most effective.

Neale, Amy E.; and others. "Getting to Know the Writing Machine: Word-Processing Environments for Fourth-Grade Classrooms," *Pointer,* v32 n1 p19-23 Fall 1987.

Considers the research basis for use of word processing with learning disabled fourth grade students, notes the special demands word processing makes on teachers and students in the initial learning stage, and suggests instructional approaches.

Basic Writing

Etchison, Craig. "Word Processing: A Helpful Tool for Basic Writers." Paper presented at the 39th Annual Meeting of the Conference on College Composition and Communication, 1988. 16 p. [ED 294 243]

Examines the effects of word processing on basic writers by comparing two classes of basic writers—one class using word processors and one class using handwriting. Finds a significant increase in the quantity of writing produced by the word processor students, although holistic evaluation showed no significant difference in the growth of writing quality between students using word processing and students using handwriting.

Geoffrion, Leo D. "The Feasibility of Word Processing for Students with Writing Handicaps," *Journal of Educational Technology Systems,* v11 n3 p239-50 1982-83.

Reports results of a preliminary investigation of the feasibility and effectiveness of using word processors for students with poor writing skills.

Hunter, Linda. "Student Responses to Using Computer Text Editing," *Journal of Developmental & Remedial Education,* v8 n2 p13-14, 29 1984.

Describes the use of microcomputers and text editing functions in a remedial writing course. Presents survey results showing generally positive student responses to using text editing. Sees microcomputers as enhancing students' writing abilities and self-esteem.

Kurth, Ruth J.; Stromberg, Linda J. "Using Word Processing in Composition Instruction." Paper presented at the 5th Annual Meeting of the American Reading Forum, 1984. 16 p. [ED 251 850]

Conducts a study to see if the use of word-processing programs during composition instruction for basic writers would result in a larger quantity of writing and more global revision while writing. Finds that while it appears that word processing can be used to enhance the teaching of written composition, it cannot substitute for good instruction in the entire writing process.

McAllister, Carole; Louth, Richard. "The Effect of Word Processing on the Revision of Basic Writers." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 25 p. [ED 281 232]

Determines whether basic writers revise more successfully using word processors as opposed to pen and paper. Finds that revising on the word processor in a writing laboratory outside of class produces the most significant effect on the overall quality of revision.

Moore, Dennis. "What Should Computers Do in the Writing Center?" Paper presented at the Midwest Writing Centers Conference, 1983. 13 p. [ED 248 521]

Asserts that the computer can pose some problems for the student in the writing center. Contends that teachers should take a critical attitude toward educational computing—continuing to learn about it while asking questions—and that pedagogy should take precedence over technology.

Nichols, Randall G. "Word Processing and Basic Writers," *Journal of Basic Writing,* v5 n2 p81-97 Fall 1986.

Studies the effects of word processing on the composing process of six basic writers. Concludes that the quantity and quality of revising are not likely to increase, that word processing initially causes many interventions in composing, and that better writers are more likely to use word-processing programs in advantageous ways.

Rodrigues, Dawn. "Computers and Basic Writers," *College Composition and Communication,* v36 n3 p336-39 Oct 1985.

Explains how students in a basic writing course gained confidence and independence as writers by producing and revising their texts on screen.

Rodrigues, Dawn. "Sounding the Depths: Computers and Basic Writers." Paper presented at the 35th Annual Meeting of the Conference on College Composition and Communication, 1984. 17 p. [ED 248 505]

Suggests that since basic writers tend to learn best when only a few skills are presented at a time, composition teachers should introduce these students to word processing and writing simultaneously, demonstrating word-processing commands as they complement the writing process. Finds that the computer helps students concentrate on their work and become independent writers.

English as a Second Language (ESL)

Herrmann, Andrea W. "Word Processing in the ESL Class: Integrating Reading, Writing, Listening, and Speaking Skills." Paper presented at the Annual Meeting of the Modern Language Association, 1985. 12 p. [ED 274 980]

Discusses how creating a writing workshop atmosphere using computers in the ESL classroom improves the opportunities for integrating all language skills: listening, speaking, reading, and writing. Argues that by using word processing, students become highly engaged in writing and learning language, gain new sensitivity to the flexibility of language, appear more receptive to feedback concerning the need for revision and editing, and improve their overall writing and language ability.

Huffman, Donald T.; Goldberg, John R. "Using Wordprocessing to Teach EFL Composition," *System,* v15 n2 p169-75 1987.

Reviews specific word-processing programs to teach foreigners English language composition. Discusses advantages and disadvantages of such features as spelling checkers, prompting markers, and formatting programs. Presents suggestions for enhancing students' writing skills both with and without word-processing help.

Piper, Alison. "Helping Learners to Write: A Role for the Word Processor," *ELT Journal,* v41 n2 p119-25 Apr 1987.

Discusses the value of using a word processor and its features which help ESL students improve their writing, including student assessment, possible teaching methods, and possible learning activities.

Wyatt, David H. *Computers and ESL.* Language in Education: Theory and Practice, No. 56. ERIC Clearing-house on Languages and Linguistics, Washington, D.C.; Harcourt Brace Jovanovich International, Orlando, FL, 1984. 129 p. [ED 246 694]

Examines the state of the art of computer-assisted language learning (CALL) in instruction of English as a Second Language. Discusses computer roles in language learning, computers and the standard curriculum, computer requirements for different types of CALL (instructional, collaborative, and facilitative), the promise of CALL in the ESL curriculum, and the benefits offered by computer-assisted learning.

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